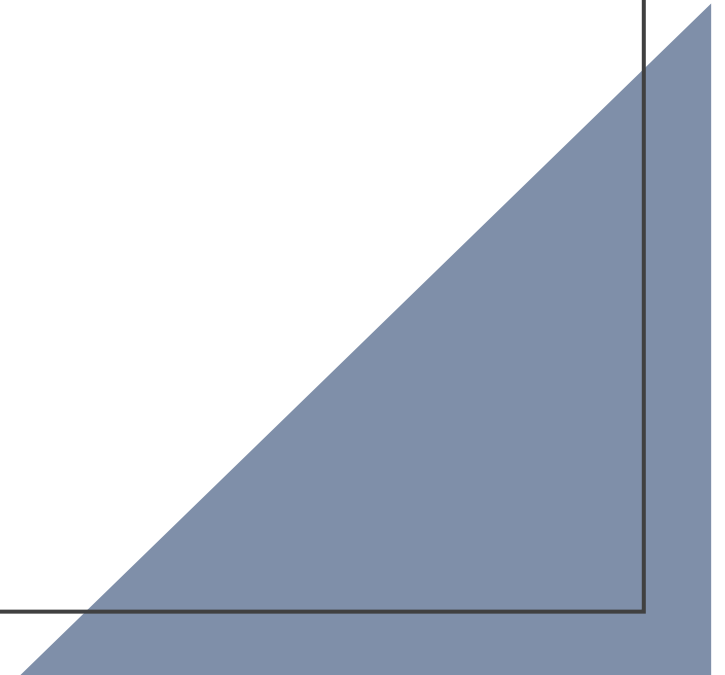# Fulton-Montgomery Community College
Annual Assessment Report

December 21, 2023

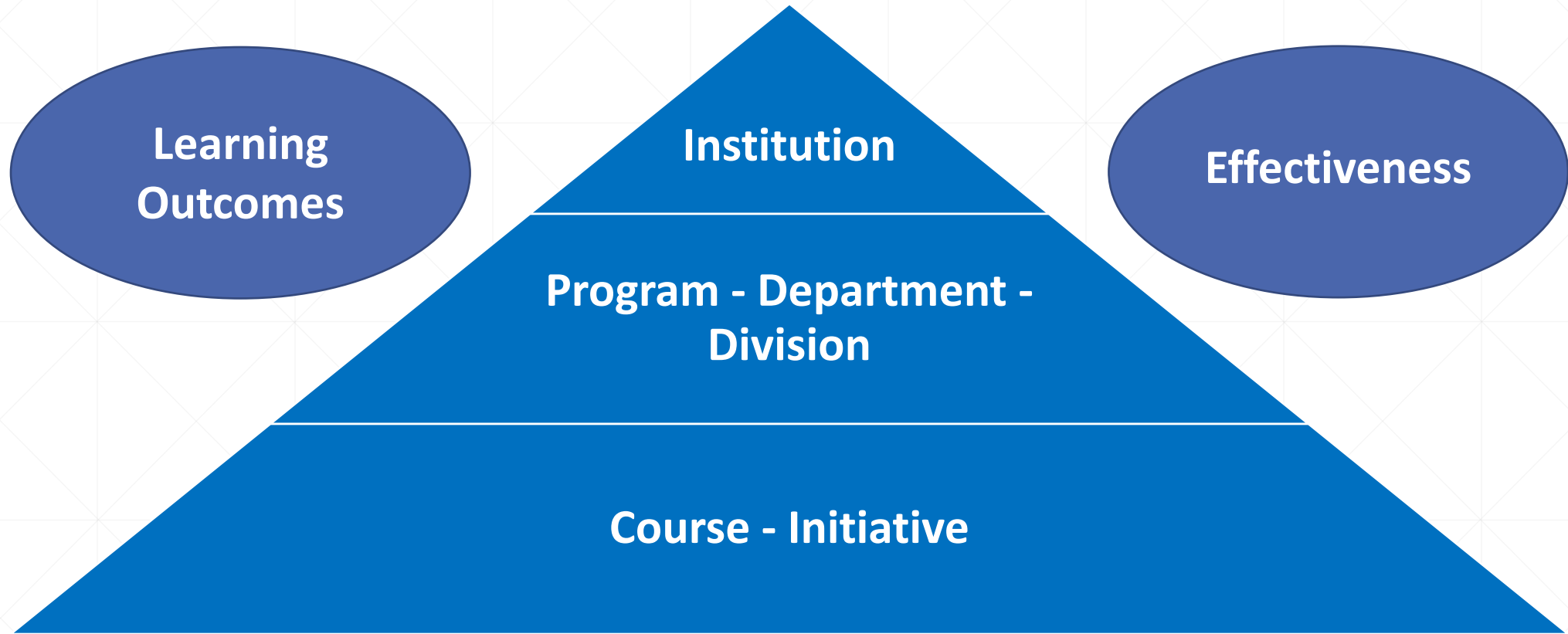Daniel Towne - Librarian, Assistant Professor, and Chair of the Assessment Committee

2022-2023 Assessment Notes

- New SUNY General Education Framework (SUNY GE)

- New Institutional Learning Outcomes (ILOs)

- Middle States (MSCHE) Self-Study Continues

- Continue to document mature assessment

Adapt. | Connect. | Leverage.

FMCC Assessment

Learning Outcomes

Effectiveness

Institution

Program - Department - Division

Course - Initiative

Course level

Course Learning Outcomes (CLOs)

General Education Assessment

Knowledge and Skills Areas: #9 Foreign Language assessed in Humanities

- Assessed in FRE201, SPA201 (2) & SPA 202. Assessment measures and analysis included tests, presentations, rubrics, etc.

- One traditional and three CHS sections assessed. 27 total students.

- Two criteria of this GELO
  - Basic proficiency in the understanding and use of a foreign language
  - Knowledge of the distinctive features of culture(s) associated with the language they are studying

- Results: According to the collected data, all students either exceeded or met the outcome. Although one instructor cited COVID-19 as hampering student progress, this was not reflected in their student performance. Perhaps this excellent result is the function of student placement in CHS sections favoring already high-performing students.

- Action Plan(s):
  - Continue to revisit the material I use yearly in order to stay current (FRE201)
  - Have my students read current event articles (weekly or biweekly) from Hispanic newspapers and present informally to the class what they read. It is imperative that they recognize the need to become global citizens who are knowledgeable about world events (SPA201)
  - Continue to update and make adjustments to the assessment tools that I have used for performance assessments (SPA201)
  - Continue to research new ways to enhance students learning utilizing a mix of technology and traditional methods (SPA202)

General Education Assessment

Knowledge and Skills Areas: #4 American History assessed in Social Sciences (SUNY GELOs)

- Three outcomes:

    #1 Knowledge of a basic narrative of American history: political, economic, social, and cultural, including knowledge of unity and diversity in American society

    #2 Knowledge of common institutions in American society and how they have affected different groups

    #3 Understanding of America's evolving relationship with the rest of the world

- Assessed in HIS105 & HIS106 by direct assessment measures embedded in the courses (tests, quizzes, essay questions, and research papers)

- Results:

    o   75% of assessed students met #1

    o   72% of assessed students met #2

    o   77% of assessed students met #3

- Goal: 75% of assessed students meet/exceed

- Analysis:

    o   #1 - 15% decrease compared to the previous assessment cycle. This decrease is likely the result of the shift to a traditional in-person delivery with in-class closed-book testing instead of flexible online open-book assessments

    o   #2 - Results are lower compared to the previous assessment cycle (92% 2021), improvement over the 2016 assessment (60%). The adoption of publisher-provided course materials may have played a role in increasing students' overall performance compared to the last assessment cycle of traditional course delivery

    o   #3 - 15% decrease compared to the previous assessment cycle. Likely influenced by the shift from remote to traditional in-class course delivery and testing.

- Action Plan: Continue to incorporate publisher-provided adaptive quizzing featuring summative quizzes and analytical quizzes based on primary and secondary sources when assessing all CLOs. Diversify measurement instruments to assess CLOs in the future. More emphasis will be made on drawing connections between the past and the present and showing how global events affect the development in the United States (#3 specific).

Department level

Effectiveness

Academic & Student Affairs Assessment

- Last year – Departments piloted a new submission form

  - Aligned to Strategic Plan Goals
  - Eight departments used the form
  - Assessment Committee sought feedback on the form
  - Potential to roll the form out to other departments

- This year – Twelve departments used the form

  - Fourteen assessments submitted (CSTEP submitted three)

C/STEP - Collegiate Science and Technology Entry Program

Departmental Goal

The goal is to expand the available opportunities that STEP has to offer for students beyond the Greater Amsterdam School District (GASD) therefore creating a multi-district approach to the delivery of our program by utilizing educational resources that our college community has to offer and subsequently increasing awareness of SUNY FMCC for students from multiple districts in Hamilton, Fulton, and Montgomery counties.

Strategic Plan connection

Partnerships

- Adapt by establishing creative relationships with stakeholders.
- Connect the community to FM through collaboration and innovations
- Leverage internal talents and external opportunities to meet the Mission and Vision.

Equitable Student Experience

- Adapt and be flexible in educational design and delivery to meet the needs of individual students.
- Connect and foster meaningful relationships to build a sense of belonging for all students.
- Leverage individual pathways and experiences to maximize opportunities in the workforce and/or further education.

Enrollment management and retention

- Adapt, modify, and adjust practices to attract students of different populations.
- Leverage new internal and external strategies for enrollment, retention, and completion.

Tranform

- Connect with stakeholders to reimagine and rebrand FM to purposefully maximize student experiences while also meeting the needs of the community.

Career and Transfer Services

Previous assessment

- Review and updating of BOCES articulation agreements have been handled in the Dean's office.
- It was determined through an assessment of the BOCES articulation review process, that the review process better aligned with the goals of the Career/Transfer department.
- Responsibility of the BOCES Articulation review process was moved to Career and Transfer Services.

Assessment

- Curriculum and program audit of current BOCES articulation agreements.

Results

- Audit identified outdated and incomplete agreements. Many needed curriculum updates and limited students to specific academic major alignment.
- 18 agreements w/9 different BOCES

Action

- Fine tune process to keep agreements updated and organized.
- Work with other local BOCES who have parallel programs to create new agreements.
- Ongoing assessment to improve and increase equitable opportunities for students.

Adapt. | Connect. | Leverage.

Family Empowerment Community College Pilot Program

Strategic Plan connection

- Partnerships
  - Leverage internal talents and external opportunities to meet the Mission and Vision

- Equitable Student Experience
  - Connect and foster meaningful relationships to build a sense of belonging for all students.

- Enrollment management and retention
  - Connect with students throughout their time at FM and beyond.

- Transform
  - Leverage communication and assessment to meet the Mission, Vision, Equitable Student Experience, Core Values, and Strategic Goals

Departmental Goal

- Provide an equitable college experience for single parent students.

Family Empowerment Community College Pilot Program

Previous assessment

- Previous assessment identified that providing access to technology, academic coaching, and providing resources such as gift cards, improved academic persistence.

Assessment

- Track participant grades through Power Campus, comparing student's metrics from previous semesters (ex. grades, number of students borrowing laptops, number of credits taken).

Results

- Fall 2021 and Spring 2022 semesters had 35 and 30 students, respectively. (Target 30)

- At the close of the spring 2022 semester, ten Family Empowerment students were named to the "Dean's List" and four students graduated. Fifteen students accomplished satisfactory academic progress (SAP).

- Three of the graduates achieved their goal of becoming an RN. One of the nursing graduates has secured employment at Capstone Rehabilitation Center as a wound care nurse.

- The fourth graduate earned an accounting degree, which is a high-demand occupation.

- Another four Family Empowerment students successfully completed prerequisite courses needed to be accepted into FM's competitive nursing and radiologic technology programs for fall 2022.

Action

- Grant sunsets June 2023.

- Meet with individual students to assess needs and learning from participation in the grant.

- Collaborate with other opportunity grants to transition support services for this student population.

- Suggest identifying an academic coach to be a liaison between this student population and FMCC support services.

Adapt. | Connect. | Leverage.

Institution level

Community College Survey of Student Engagement (CCSSE)

CCSSE 2022

Information

- Last administered 2015

- n=287
  - FT = 230
  - PT = 57

- Spring 2022 semester
  - Paper survey, on campus

Why attend FMCC?

- 80% obtain Associate degree

- 53% transfer to 4-year college

- 72% obtain or update job skills

- 37% change careers

- 95% self-improvement

CCSSE 2022

How do students pay for college?

- 66% own income/savings (68.6%)
- 48% income/savings from family (41%)
- 13% Employer contribution (15%)
- 61% Grants (52%)
- 46% Scholarships (41%)
- 38% Student loans (27%)

How much does FMCC emphasize the following?

- 78% support to succeed (77%)
- 59% encourage contact from different backgrounds (58%)
- 37% cope w/ non-academic responsibilities (37%)
- 44% support to thrive socially (43%)
- 55% financial support to afford college (59%)

CCSSE 2022

How do we use these results?

 Compare to 2015 (pre-COVID) and national results

 Share with campus stakeholders

 Provide opportunities to analyze and discuss

 Use data to inform decisions and initiatives

2022-2023

Assessment Goals

- Continued review of assessment processes and suggest system improvements as needed

- Revise Institutional Learning Outcomes (ILOs)

- Support accreditation self-study process

- Foster and maintain a strong culture of assessment

Questions?

Thank you.